

Children and Youth System of Care State Technical Assistance Team

September 2, 2020

Implementation of the Integrated Core Practice Model for Children, Youth and Families



Agenda

- ❖ Introductions
- ❖ SoC Updates
- ❖ Overview of the Integrated Core Practice Model (ICPM) Part 2 in the Local System of Care
- ❖ Q&A

System of Care Updates

❖ SOC

❖ CDE

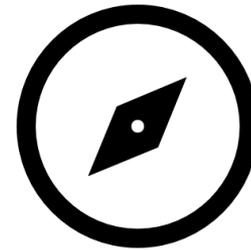
- [Guidance on Best Practices for Distance Learning Instructional Planning](#)
- [Guidebook for the Safe Reopening of California's Public Schools](#)
- [Department of Public Health Guidance for Reopening Schools](#)
- [Foster Youth Services Coordinating Program HUB](#)

Polling Questions *(For Reference-Will not be in the presentation)*

The California Integrated Core Practice Model (ICPM) for Children, Youth, and Families



DEPARTMENTS OF
HEALTH CARE
SERVICES AND SOCIAL
SERVICES

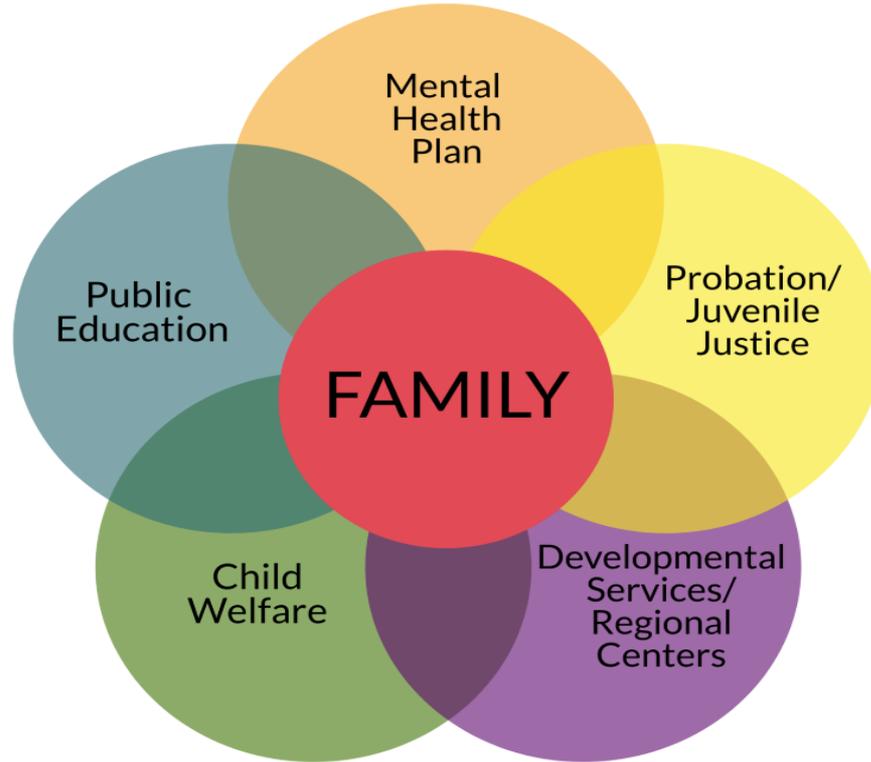


COUNTY CHILD
WELFARE,
BEHAVIORAL HEALTH
AND PROBATION
TEAMS

Integrated Core Practice Model History



Children and Youth System of Care and the Integrated Core Practice Model



“Your work around an integrated practice model is important for the field. As a result of your work, CA is in a leadership position in moving the field forward....the state has come a long way in a relatively short period of time.”

- Bryan Samuels, Chapin Hall, Former Fed. Child Welfare Chief

5 Key ICPM Components

- Engagement
- Assessment
- Service planning/implementation
- Monitoring/adapting
- Transitions

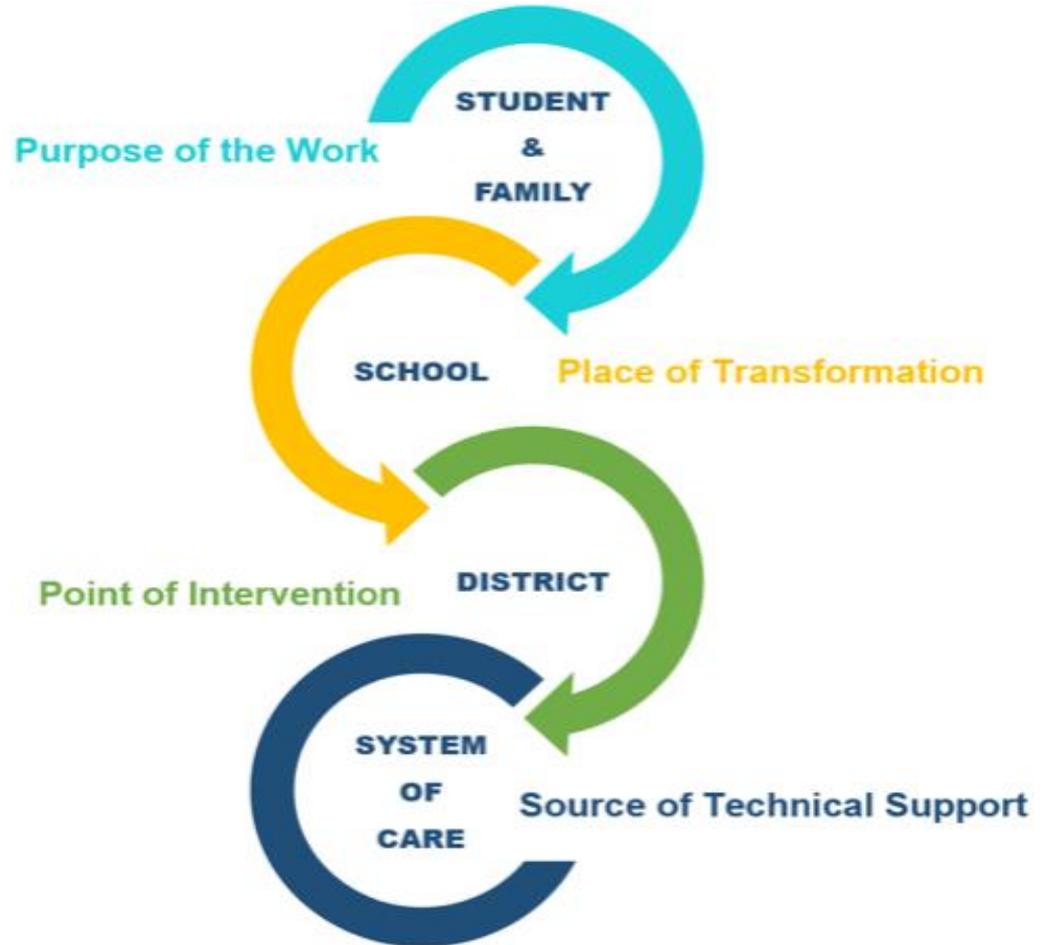
Connecting Public Education to Children and Youth System of Care

- Understand the role and value of public education
- Recognize how education policies and practices parallel, or track with, the 5 key concepts and 10 core principles of ICPM
- Cross train county Foster Youth Coordinators, district foster youth liaisons, and other key education partners to ICPM

MTSS and System of Care Engagement: Our Connection to AB 2083

Link to MTSS Learning Modules:

<https://ocde.instructure.com/courses/59/modules>



Adapted from the Orange County Department of Education's MTSS Framework image located at <https://bit.ly/2llksrW>

Ideological Alignment

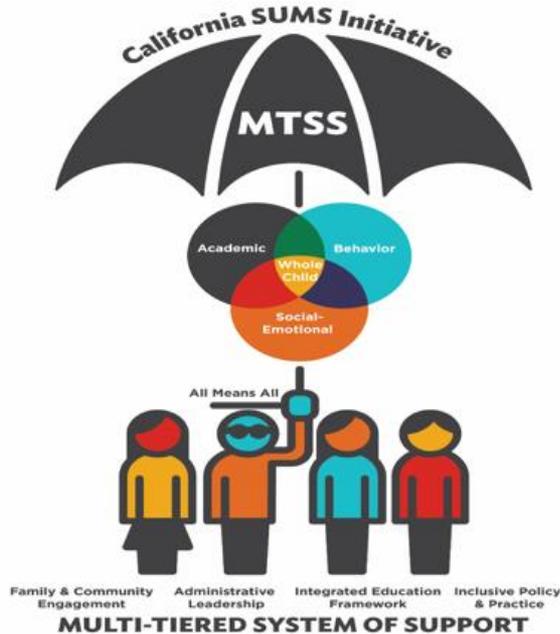


Public Education and System Integration



- MOU conversations can lead to greater inter-agency collaboration and integrated service delivery to foster youth
- The Multi-Tiered System of Support framework allows us to connect school services to the county Children and Youth System of Care

Multi-Tiered System of Support



Provides:

- Family and Community Engagement
- Administrative Leadership
- Integrated Framework
- Includes Policy and Practice
- Alignment with the ICPM 10 Core Principles

ICPM and Children and Youth System of Care Guiding Questions (1)

- Are all agencies aware of the components and principles of the ICPM? How can the ILT share this information with these partners?
- Is the ICPM consistently referenced in trainings, meetings, and other settings as the source for best practice delivery?
- Are supervisors and managers allowed time to read, understand and practice ICPM related guidance with one another and with their subordinate staff?

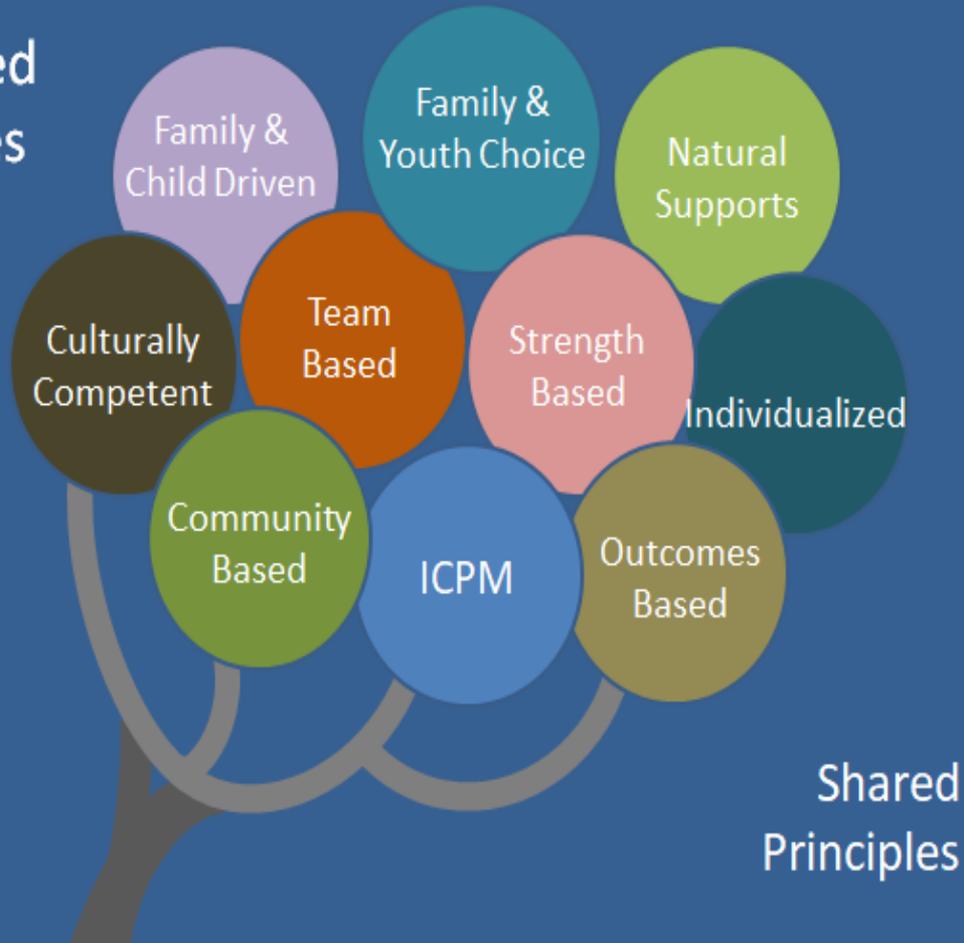
ICPM and Children and Youth System of Care Guiding Questions (2)

- Do all your required AB 2083 agencies ensure that principles of trauma-informed care are integrated into their work?
- How are required local partners currently implementing the ICPM and what are barriers to implementation or participation?

ICPM Within a Local System of Care MOU Framework

- A process for ensuring that participating and appropriate agencies are aware of the purpose and role of the ICPM
- A process for ensuring that participating system partners know the role of their team members in supporting the implementation of the ICPM principles
- A statement that articulates how the system partners will cross train to the ICPM

Shared
Values



Practices for Success (1)

- Shared ICPM and person-centered planning values
- Requires shared principles

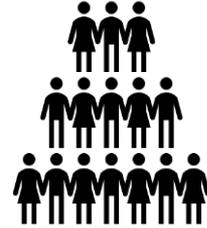
Practices for Success (2)



Joint planning



Integrated plans



Cross-Training

Support the desired outcomes for the child and family
resulting from the ICPM

Practices for Success (3)

- Emphasizes collaboration within the CFT engagement
- Partner agencies practice family engagement
- ICPM influences all aspects of the Engagement, Assessment, Service Planning and Delivery, Monitoring and Adapting, and Transitioning of services

Practices for Success (4)

Consider including:

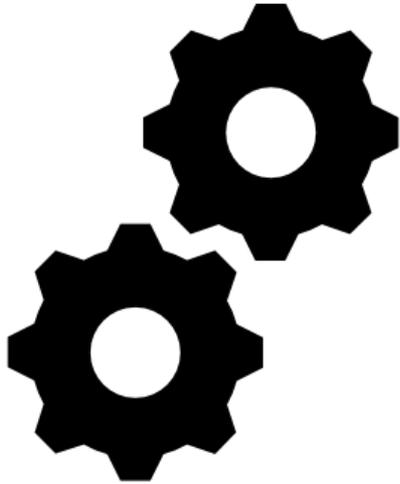
- Family and Youth
- Regional Centers
- Department of Rehabilitation
- Tribal Representatives
- Advocacy Groups
- County Office of Education
- Foster Parents
- Judges and Attorneys



ICPM is Aligned with and Supports Other Practice Models

- Safety Organized Practice
- Juvenile Justice Cross Over Models
- Multi-Tiered System of Supports
- Person-Centered Planning and Thinking
- Child Welfare Core Practice Model

ICPM Implementation Resources



Implementation of the ICPM is supported by access to [key tools](#), developed by the California Welfare Directors Association

Organizational Readiness

Readiness Means: Organizations;

- Have resources, abilities, and willingness to engage
- Initiate change, exert greater effort, exhibit greater persistence
- Engage in active supports for the ICPM to be developed, nurtured, and sustained

Communication for Engagement to Implement the ICPM

Key messages support three very important tasks of readiness building:

- Promote clarity and understanding of ICPM and what it will take to implement the ICPM
- Explain “readiness building” and its role in implementation
- Engage people in implementation activities by clarifying roles and describe specific action steps to be taken (described uniquely by each county)

Leadership Behaviors



Demonstrate



Explore



Communicate



Involve

ICPM Training

- Training to the ICPM is most effective when delivered in a cross-system, multi-agency setting
- Sharing of System Partners training resources is likely needed
- Persons with lived experience (youth or parent partners, system navigators, cultural brokers, etc.) are often powerful voices in cross-training

Beyond the MOU:

INTEGRATED CORE PRACTICE MODEL WITHIN A CHILDREN AND YOUTH
SYSTEM OF CARE

SAN FRANCISCO CHILDREN'S SYSTEM OF CARE

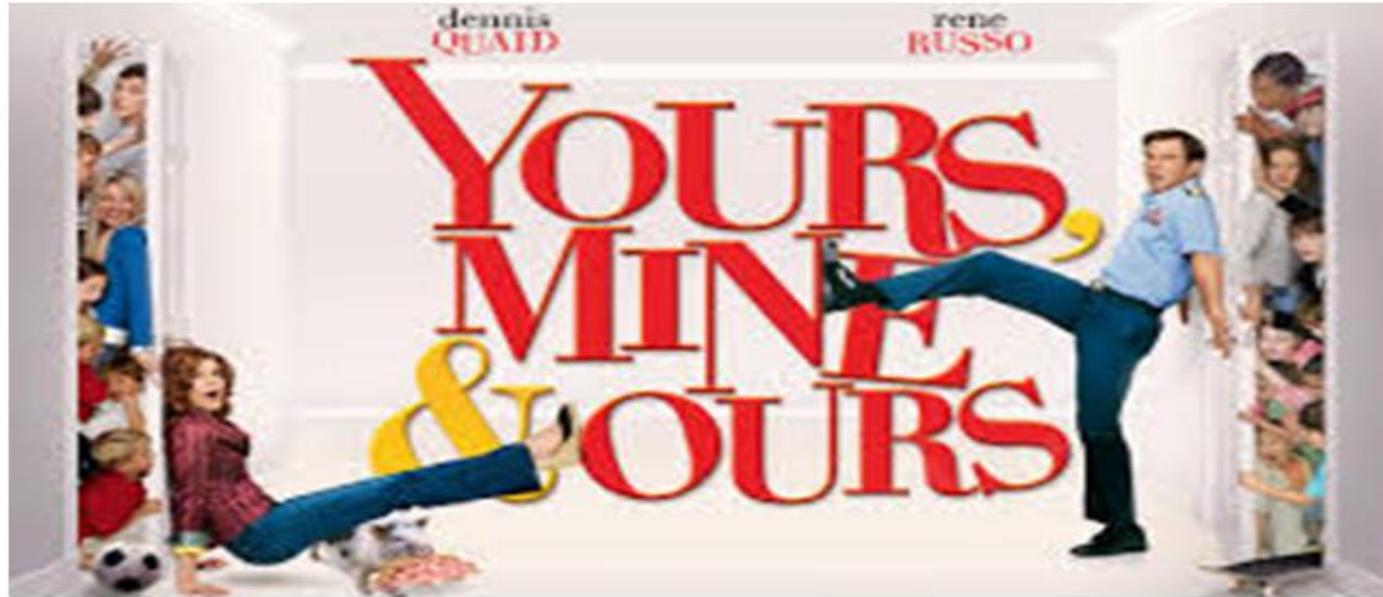
SEPT 2, 2020

Setting the Stage for Partnership

- SMALL GEOGRAPHY
- FEWER DEPARTMENTS
- LOW TURNOVER
- PROXIMITY

- EXPANSIVE BRAIDED FUNDING
- JOINT TRAININGS
- MANY MEETINGS, SAME PEOPLE

Emphasis on OURS



Our Interagency Team

SFHSA

SFDPH

SFJPD

SFUSD

GGRC

Court and City

Attorneys



CCR MOU Development: Giving Words to Practice

VISION: *Children, youth and families who are involved with child welfare or receiving foster care through the juvenile justice system will receive timely, effective, collaborative services consistent with the Integrated Core Practice Model (ICPM) that allow them to thrive in safe, permanent living situations that meet their social, emotional, cultural and behavioral needs.*

MISSION: *The System Partners will design, implement and maintain an integrated, attachment- and trauma focused system with a shared framework that is information driven, innovative, and reflective of the ICPM. The system will deliver services in a comprehensive, culturally responsive, evidence based/best practice manner, regardless of which agency door children and families enter. The System Partners will actively seek to include foster youth experience and voice into county level collaborations and partnerships that manage or oversee the delivery of services affecting youth and families. The System Partners recognize that utilizing the ICPM for the specific populations addressed in this MOU is the first step to serving all children and families with this model.*

Strategies for Cross System ICPM Implementation: **Workforce Development, Resources and Tools**

PARTNER MEETINGS- CORE PRACTICE MODEL

ENGAGEMENT- Facilitating respectful communication and connection, Appreciation and understanding of cultural context, recognition of family strengths and expertise.

Assessment- Comprehensive and inclusive identification and evaluation of child and family strengths and challenges from different perspectives

Planning and Service Delivery- Joint development of a process to help Birth Families and Resource Families communicate and cooperatively work together in behalf of the child to promote successful reunification.

Monitoring and Adapting- Providing opportunities for learning, coaching, mentoring and sharing skills.

Transition- Working in partnership to affect change together while maintaining stability for the child

Prevention- Develop supportive relationships to assist families when challenges arise and teach them to ask for assistance and work together to get the assistance needed.

Strategies for Cross System ICPM Implementation: **Workforce Development, Resources and Tools**

April 2020 San Francisco Family & Children's Services Continuous Quality Improvement

GOOD PRACTICE HIGHLIGHTS & TIP OF THE MONTH

April Highlights: The concerted efforts made by the agency to utilize concurrent planning to achieve the permanency goal of adoption for the newborn child within the 24 months recommended time frame.

Core Practice Model Behaviors

Concerted Efforts to Engage Parents:

The PSWs documented extraordinary efforts to engage the mother in services several times a month through telephone and in person, which included seeking the maternal grandparent's help. In addition, the agency expedited a paternity test ruling out the alleged father and gathered valuable information early on. A recommendation to terminate services was submitted timely which allowed the court to approve permanency plan of adoption for the child as the mother was not engaging in services.

Core Practice Model Behaviors Continued

Concurrent Planning And Early Engagement with Relatives:

The PSW found information regarding the newborn's relatives from the half-sibling's court documents since the parents were not forthcoming with information about their relatives. The PSWs contacted the maternal parents timely and engaged the maternal grandparents in conversations about adoption early on in the case after learning that they were the legal guardians of the TC's half-sibling. The agency identified adoption as a concurrent goal 46 days after the TC entered care.

Core Practice Model Behaviors Continued

Thorough Communication, Emergency RFA approval and Expedited Home Study:

The maternal grandmother (MGM) reported that she received meticulous support from the agency where she was able to freely share any questions or concerns with the caseworker and had confidence that they would follow up on her requests timely. PSWs worked with RFA staff in expediting RFA approval and homestudy which allowed adoption to be achieved within 17 months, well under the 24-month recommended time frame.

TIP OF THE MONTH

Establish and document a concurrent goal early on in a family reunification case and begin having crucial conversations with the family to plan for permanency.

Integrating Core Practice Behaviors in Ed Planning

ENGAGEMENT How does the work you do reflect to youth and families that education is a priority? How can you engage the Ed Rights holder?

ASSESSMENT Grades, Attendance, Progress? Who holds Ed rights?

TRANSITION Ensure youth's educational rights are upheld during school transfers.

SERVICE PLANNING Link youth to education services, tutoring, and reading help and utilize HSA Education Liaison for resources.

TEAMING Team w/FYS, school staff, Ed Rights Holder. Discuss Ed Rights at every CFT & GOALS meeting.

TEAMING

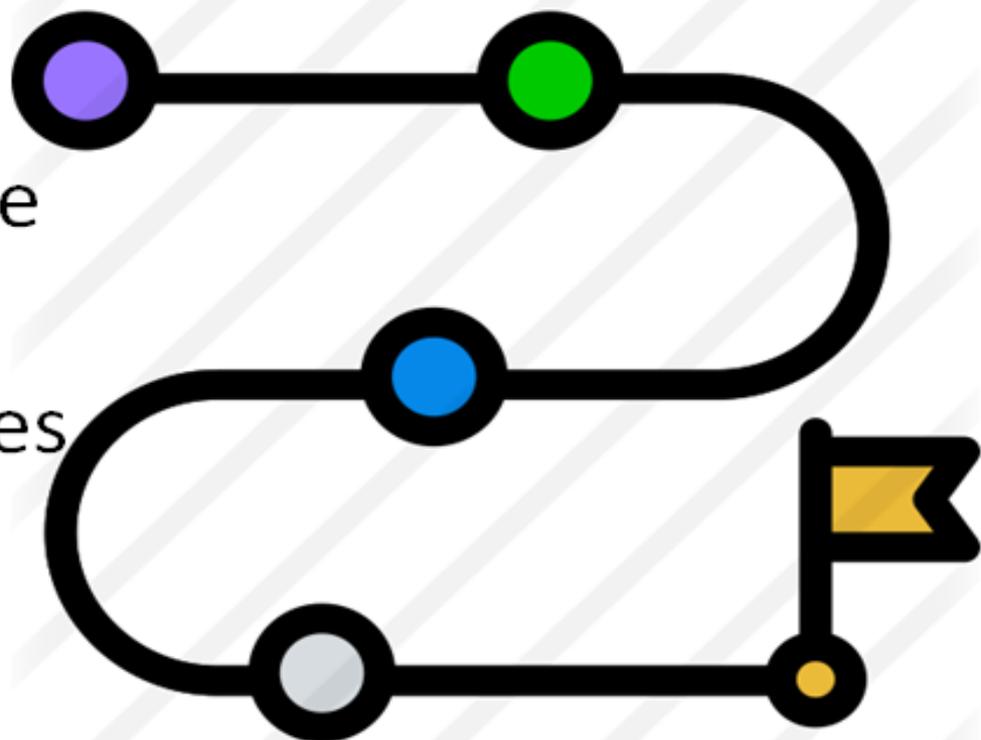
- Establishes and continuously brings together, and supports the child and family's team.
- Facilitates and coordinates sharing of important information among all parties.
- Creates environment for open and honest communication among all parties.

TEAMING IN EDUCATION

- Include educational rights holder in child's team
- Identify who is on their school team
- Inform school of the student's team
- Attend education meetings

Strategies for Cross System ICPM Implementation: Using Data to:

- Establish Baseline
- Show Progress
- Analyze Outcomes
- Tell the Story
- Inspire



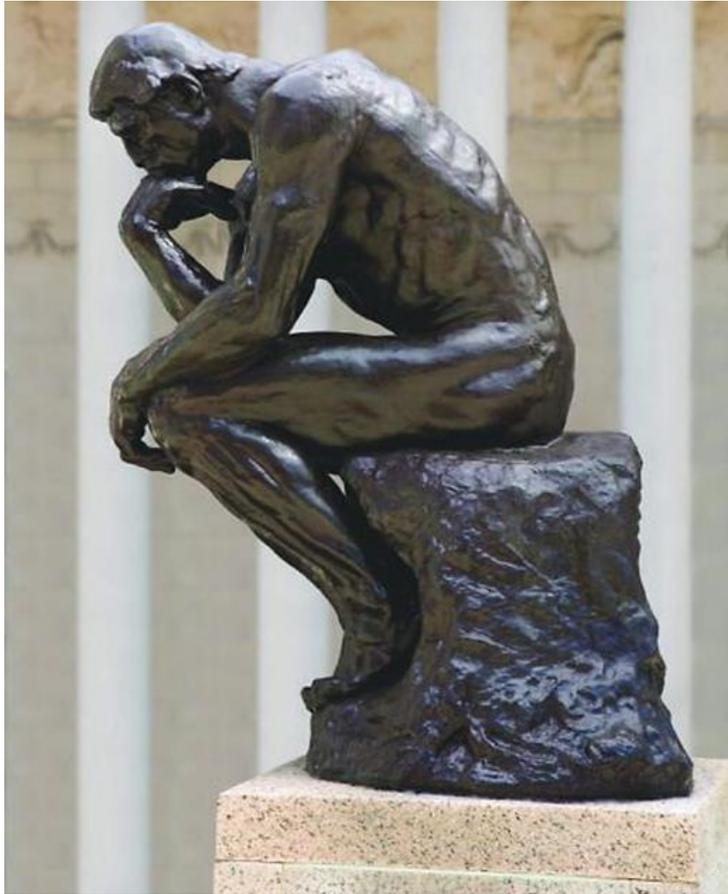
Strategies for Cross System ICMP Implementation: Walking the Walk

Beyond the MOU: Strengthening Families & Community Task Force

Values and Guiding Principles

The SFCTF members firmly believe in:

- A collective responsibility for improving the lives of children and families in San Francisco.
- The rigorous scrutiny of ideas and practices to promote innovation in child and family well-being.
- Sharing between agencies and individuals to build internal and external support for agencies.
- The collection, sharing and analysis of data to inform decisions for practice improvements.
- Respecting each other as colleagues by honoring the work and diverse perspectives of all member contributions.
- A focus on team culture to advance learning and spread tools in the interest of improving child and family well-being outcomes in San Francisco.
- A commitment to improving family well-being while working within frameworks for family inclusion.
- The importance of community voice and lived experience in informing strategies and the best ways to support families



Reflections on where we are now

Thank you



Questions and Answers

Resources

[System of Care Webpage](#)

- MOU Guidance
- Technical Assistance Information
- System Profiles
- Previous System of Care Webinars

Other Resources

- [ICPM Document](#)
- [Research: Child Welfare Practice Model](#)
- [ICPM Tool Kit](#)

Calling for Local System of Care Presenters

- Partners using Data Sharing Agreements
- Coordination and Alignment of Services
- Coordinating Assessments and Entry into Care Processes
- Fiscal Resource Management and Sharing
- Cross-Training or Shared Recruitment Processes

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